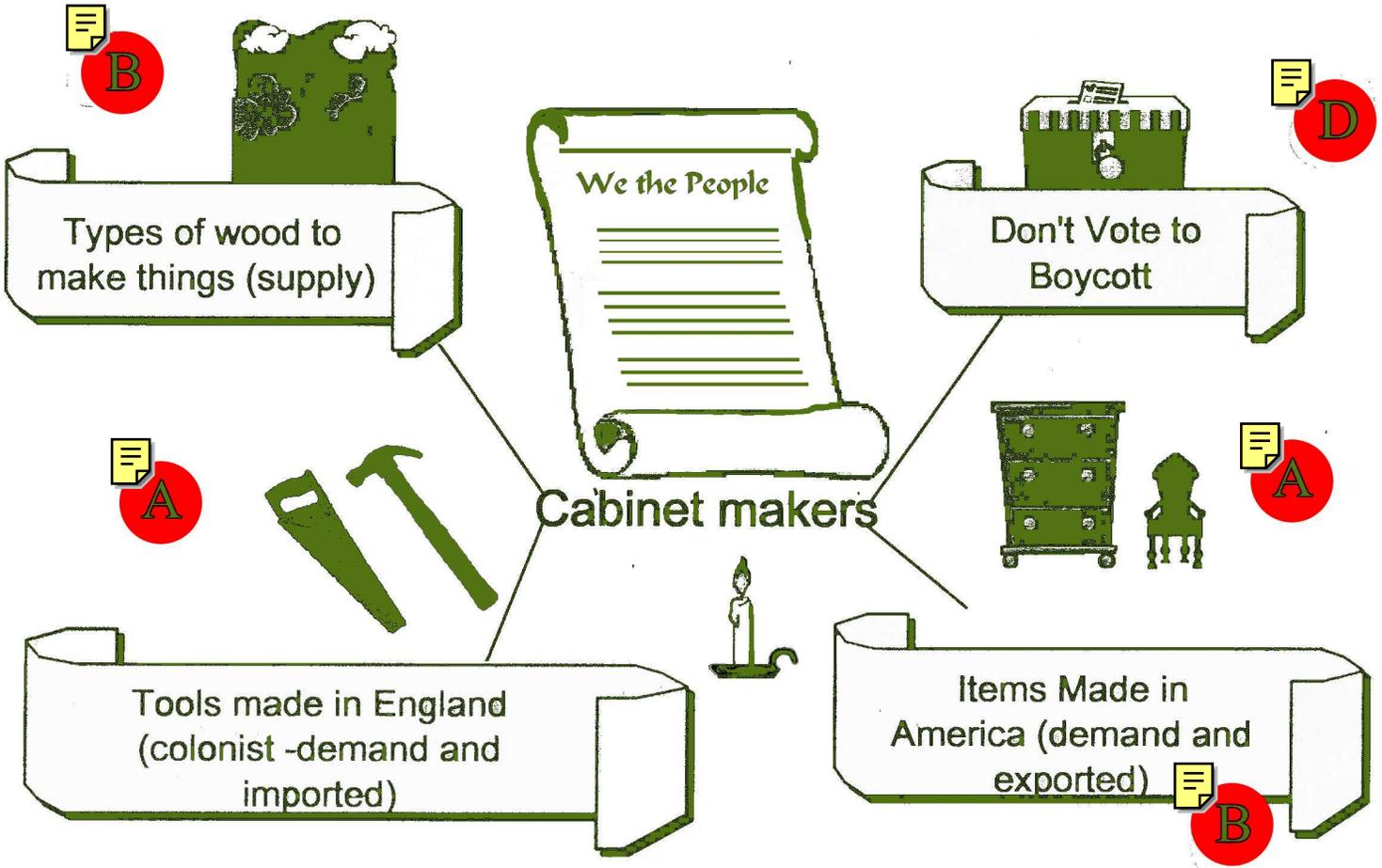


SAY "NO" TO THE BOYCOTT!

 IF WE HAVE A BOYCOTT WE WILL
 NOT BE ABLE TO HAVE NEW
 SUPPLIES TO MAKE OUR
FURNITURE. WE NEED TO BE
ABLE TO IMPORT AND EXPORT
OUR GOODS FREELY. WE DEMAND
A SUPPLY OF TOOLS. WHO WILL
BUY OUR FURNITURE? WE WILL
NOT LIVE IN POVERTY, NO
BOYCOTT!

Cabinet Makers Say NO BOYCOTT



Grade 5
Social Studies Task 5-3

SS7d – Production, distribution, and consumption: Apply the concept of supply and demand to a historical event

The Task:

You are an artisan (e.g. apothecary, silversmith, cabinet maker, candle maker, milliner, potter, cooper, blacksmith, boot maker, gunsmith, printer) living in the bustling seaport town of Annapolis, Maryland, in the years prior to the outbreak of the revolution with the British. Your goods are sold to individuals at the General Store down at the wharf and some are exported to England. Tensions seem to be growing between Americans and the British over many issues including production and trade. In fact, you see broadsides tacked to trees and in the windows of ordinaries calling for a boycott of many popular and necessary British goods.

One evening after a long day's work you find your artisan friends at the wharf, and a heated discussion follows about what a boycott would mean to your trade. Each artisan decides to write his own "broadside" explaining the impact of a boycott on his trade. You organize information about your trade and your ideas about a boycott. You prepare your broadside to display around town before the Maryland Assembly meets to debate what is to be done about the British.

Circumstances of Performance:

The student work is produced under the following conditions:

- | | |
|---|--|
| <input checked="" type="checkbox"/> alone | <input checked="" type="checkbox"/> in a group |
| <input checked="" type="checkbox"/> in class | <input checked="" type="checkbox"/> as homework |
| <input checked="" type="checkbox"/> with teacher feedback | <input checked="" type="checkbox"/> with peer feedback |
| <input type="checkbox"/> timed | <input checked="" type="checkbox"/> extended project |
| <input type="checkbox"/> no opportunity for revision | <input checked="" type="checkbox"/> opportunity for revision |

What the work shows:

SS7d-Production, distribution, and consumption: Apply the concept of supply and demand to a historical event.

The student produced a graphic organizer that

- Indicated understanding of artisan and economic terms.
 - A. Images used with the graphic organizer reflect items/products that would be affected by a boycott of British goods.

The student produced a broadside that

- Supported the concept of supply and demand.

- B. The graphic organizer and broadside show a reasonable understanding of supply and demand.
- C. The broadside represents a cabinetmaker's stand against the boycott of British goods. The cabinetmaker would not have the needed tools to make furniture and would not be able to export their goods.
- D. The broadside and the graphic organizer present a clear opinion of a cabinetmaker regarding a possible boycott of British goods.

DoDEA Rubric Bank Traits: Ideas and Content, Organization, Voice